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ABSTRACT

Black institutions of higher learning have traditionally been underfunded, and this problem is especially acute today. In view of this, the major objective of this paper is to glean, from a survey of the literature, the various methods of financing that are being used in colleges and universities throughout the country, with the hope that some of these methods will be applicable and helpful for black colleges and universities. A discussion of the significant contributions of these institutions is followed by a dynamic model of a black college or university, to be used as an organizing conceptual tool for the discussion of different modes of financing. The need for a formalized management information system is also described. The realities of high inflation, energy costs, decreased enrollments, and decreased student aid, and how they impact on black colleges, are discussed. Traditional methods of financing are surveyed, and it is suggested that most profitable in the long run probably would be the proper packaging and marketing of what a given black college has to offer its students. The need for innovative financing approaches is stressed, and several ideas are presented, including: (1) tax exempt bonds; (2) tuition freezes; (3) variable or sliding tuition; and (4) work-service/barter modes. (CMG)

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FINANCING TRADITIONALLY BLACK INSTITUTIONS OF HIGHER EDUCATION

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Abstract

FINANCING TRADITIONALLY BLACK INSTITUTIONS

OF HIGHER EDUCATION

This brief paper has three objectives: (1) to review the traditional methods of financing Black colleges and other colleges around the nation, (2) to encourage Black college leaders, administrators and boards to view their entire operations from a wholistic/environmental perspective and (3) to illustrate the importance and the necessity of having a theoretical conceptualization of a Black college which, "per se," will significantly aid in subsequent college operations.

Being organized under the following major sections: I. Introduction and Background, II. A Dynamic Model of a Black College or University, III. Practical Realities: Present and Future, IV. Alternative Futures, Solutions and/or Financing Strategies, and V. Epilogue/Conclusion, this paper notes the historical contributions that Black colleges have made to the American society and the Black community. It further points out how Black colleges were the first to utilize the now all-pervading: (a) open admission policy and (b) community service involvement that are currently widespread throughout this country in numerous colleges and universities.

This paper also presents: (1) an organizing cognitive map via its Dynamic Model of a Black College or University, (2) a summary of several traditional financing means including: (a) annual funds, (b) tuition and fees, (c) state allocation, (d) grants and research, (e) auxiliary and miscellaneous enterprises, (f) endowment earnings or investments, and (3) a synopsis of some of the more contemporary methods of financing institutions and students including such innovations as: (a) tax-exempt bonds, (b) variable tuition rates, (c) tuition freeze (when paid in one lump sum), and (d) work-service/barter modes (i.e. work study, bartering services for tuition credit, coop education and internships).

Black colleges and universities are encouraged to continue to establish Management Information Systems (MIS) about the specific internal and external environments which they will subsequently utilize to steer their institutions through the rocky and rough economic waters on their journeys into the twenty-first century.

Financing Traditionally Black Institutions
of Higher Education

I. Introduction and Background

A. Born in Crisis: As products of the American racist environment, Black colleges and universities originated because Blacks were not allowed to attend white colleges by and large.[1] Thus, Blacks created their own "colleges" and "universities" even though there were few Blacks with the necessary prepatory education required for any higher education. These institutions struggled and persisted to exist although they have always been under-financed.[2,3] And because of this outstanding management of perennial shortages, these colleges and their leaders are due a salute and congratulation for their ability to make it to this point in history.[4]

B. Contributions of Black Colleges: (1) Qualified and skilled professionals and leaders: Without a doubt, Black colleges historically have produced almost all of this country's Black professionals, leaders and skilled technicians.[5] This is true mainly because it has only been a recent innovation (within the last fifteen years or so) for white colleges to allow Blacks to attend them in large or significant numbers.[6]

(2) Open Admissions: Historically, Black colleges have admitted almost every student who desired entry.[7] Early on when Blacks were emancipated their great desire to "get educated" was manifested in large numbers of adults and even senior citizens attending elementary and other schools right along with the younger age-grade "regular" Black pupils. The older folk were just that enthusiastic about their freedom and educa-

tion. The Black colleges were sensitive to these fellow compatriates and seldom turned any of them away.[8] Such an early "equal opportunity" presented to these would-be college graduates regardless of age, sex and background allowed many of them to, in fact, earn their degrees. Subsequently, through the years other public four-year and two-year community colleges adopted similar open admission policies as though they were the first to do it--and/or not ever realizing or knowing that this innovative idea and concept had been part and parcel, as well as a pragmatic artifact or byproduct, of the Black college and university operation since their beginnings in the first half of the nineteenth century.

(3) Community Service: There are few Black colleges or universities that historically did not in some way provide significant community service to its indigenous vicinity or surroundings. These programs may have involved: lecture series, boy and girl scouts, health services, summer academic and athletic programs and/or non-credit adult courses for community residents. The bottom line, however, was that these Black institutions of higher learning realized that in order for them to coexist within these (usually black) neighborhoods they had to provide some significant and positive service to these indigenous constituents. So it is no happenstance when viewing the major objectives of higher education (of teaching, research and service) that "service" is one of them. The Black institutions of higher learning in the country were the first innovators in this service provision so much so that later on others followed suit.[9]

C. Rationale: Given, that these unique Black institutions of

higher learning have traditionally been almost the only source of Black higher intellectual development, and given that today's economy is down turned and is reaking havoc upon all nonprofit institutions, and given the continual and perpetual underfinancing of these institutions, it is only fitting and proper that we discuss this timely topic of financing so that the probability of these institutions can increase for their continued operation and historic march into the future.

D. Objectives: The major objective of this brief paper is to survey the related literature and glean the various methods of financing that are being used in colleges and universities throughout this country with the hope that some of these methods will be applicable and helpful to Black colleges and universities. A second objective is to encourage Black college leaders, boards of trustees and supporters to begin to view their institutions from a wholistic, environmental and systemic perspective. A third objective is to illustrate the close relationship between an abstract model and the actual operation of such an institution with the accompanying idea that viewing the Black college initially in an abstract manner will subsequently assist in its management.

E. Significance: The historical fact that Black institutions have been traditionally underfunded is all the reason and significance needed for carefully examining additional means of acquiring scarce fiscal resources.

F. Methodology: The procedure used in this paper was a simple review of the two basic sets of literature: these two sets were: (1) the literature on Black colleges and universities and (2) the literature on various methods of financing higher educational institutions.

Obviously, there is an overlapping of these two sets. Representative reports, studies, journal and newspaper articles were included in this review along with speeches, inter-office memoranda and other unpublished documents. This procedure sought to achieve breadth and depth in the materials utilized within the limited time parameters given for this paper. Many of the documents read in preparation for this paper are included in the notes but not all of them are represented in these limited footnotes.

G. Organization of This Paper: Having five(5) major sections: I. Introduction and Background, II. A Dynamic Model of a Black College or University, III. Practical Realities: Present and Future, IV. Alternative Futures, Solutions and/or Financing Strategies and V. Epilogue/ Conclusions, this paper will attempt to bring a closer relationship between theory and practice with regard to the improved operation of Black colleges and universities. In the next section of this paper, a model of the Black college will be presented. It will be used as a organizing conceptual tool for the later discussion on the different modes of financing.

II. A Dynamic Model of a Black College or University

A. Any Model: A model of any sort is a "cognitive map" which is used to abstract or conceptualize the real world into symbols that can be easily manipulated to be able to see various relationships. A model attempts to account for as many of the real world variables and situational factors as possible. A model or abstract guide attempts to illustrate or represent the gestalt or the whole as much as can be. The dividends of using models are comparable to the benefits of planning or long and short

range preparation and anticipation. It helps the modeler(s) build "a better mouse trap," as it were, or to find the Achilles' heel in the present one.

B. Planning, Structure and Administrative Style: There are three significant variables which often can go unnoticed but which have a tremendous impact upon the operation of any college or university. And these three major variables are planning, structure and administrative style. All three of these must be carefully monitored and orchestrated if the organization is to produce its maximum yield or service products. With these major, sometimes overlooked, variables in mind, it is now appropriate to look at some of the other variables in the model presented in the next subsection.

C. A Dynamic Model of a Black College or University: (1) Internal Variables: In this wholistic view of the Black institution of higher learning there are two basic regions: (a) the internal environment and (b) the external environment. Considering the internal environment, there are two general composites here: governance and operations. Under governance there are two variable sets: the board of trustees and the administration and its support staff. Under operations there are three subsets of resources: human, physical and financial. Collectively these variables make up the internal environment of a Black college or university.

(2) External Environment: Outside of the Black college are five related but distinct subregions or subenvironments which each impact upon the given Black college and also can provide the needed resources whether human, physical and/or financial or as a catalytic agent for the furtherance and enhancement of this college or university. These subenvironments (as

can be seen in the model on the next page) are as follows:

Indigenous

Governmental, Accreditational/Certifying

International and Foreign

Business, Industrial and Manufacturing

Subsidiary and Closely Connected

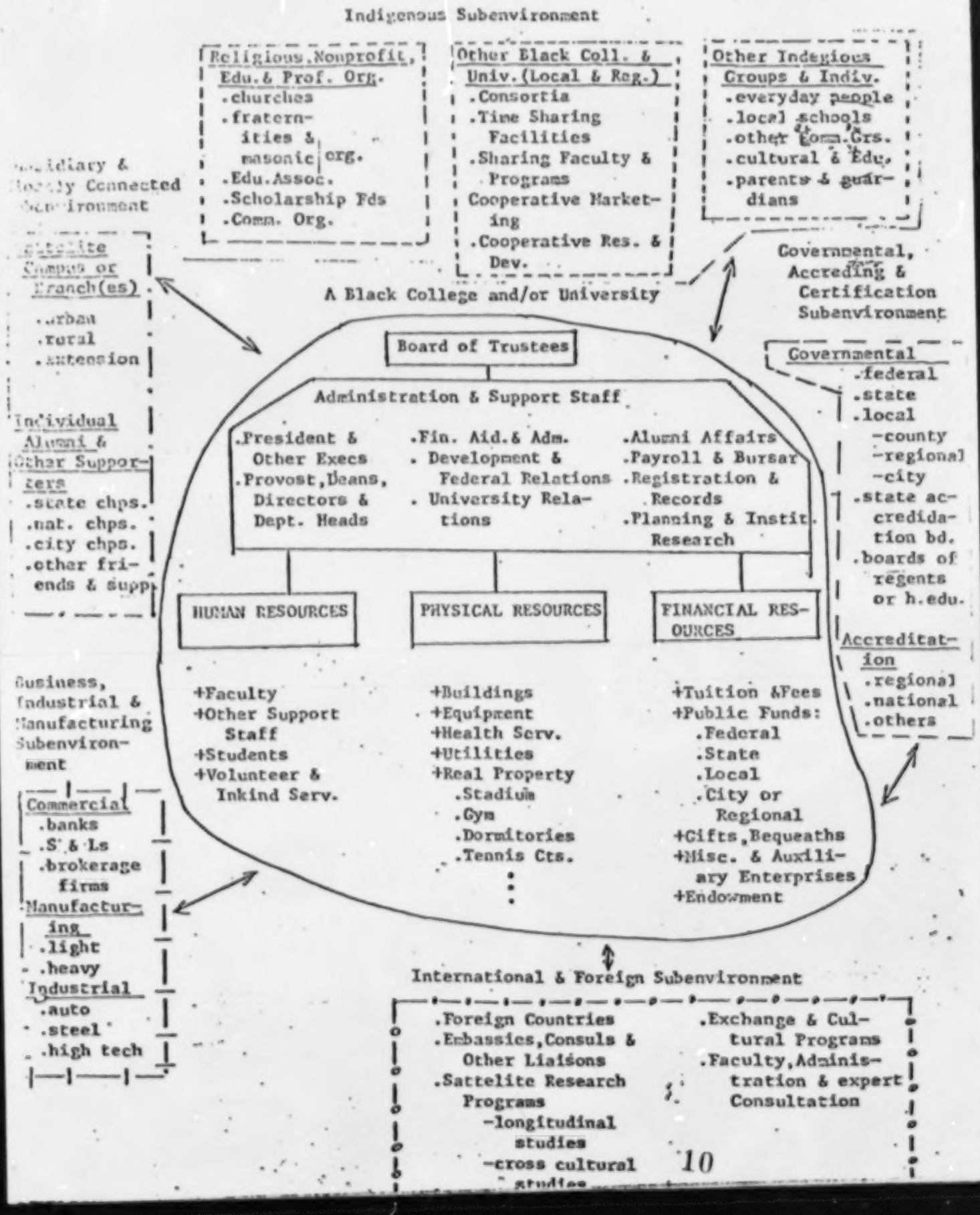
As can be seen also in the diagram, each of the subenvironments contains a collection of related other organizations, institutions and entities—all of which have some impact upon the Black college or university under observation.

D. Application of the Model: The model is called "dynamic" because it represents or depicts the constant interaction of the given Black college with its external environment. The two-way arrows symbolically represent this interaction. Also, it is well known that if an organism does not positively relate to its surrounding or adjacent environment, it will soon become extinct. This is basic ecology.

The model is operationalized when the executive leader becomes cognizant of his or her major internal and external environments and subsequently marshall his or her expertise (administrative) and resources to maximize the organization's outputs or service products. As mentioned earlier, planning, administrative style and structure are the major variables in this model that are not shown in the diagram. But in the practical application of this given Black college they play a very significant role.

E. Management Tools: Given the model of the Black college and a set of agreed goals or objectives, it is then necessary to have tools or instruments to carry out this administrative operation. Such needed

A DYNAMIC MODEL OF A BLACK COLLEGE AND/OR UNIVERSITY



managerial tools are as follows:

INFORMATION ABOUT THE INTERNAL SUBENVIRONMENT (OR VARIABLES)

- Human Resources
- Physical Resources
- Financial Resources

INFORMATION ABOUT THE EXTERNAL SUBENVIRONMENT (OR VARIABLES)

- Demographic Trends
- Government and Accreditation Regulations
- Societal Changes and Trends
- Economic and Business Forecasts
- Other Subenvironmental Elements

With such specific information on hand a given Black college or university then has the ingredients for meeting its potential and achieving its goals. With regard to leadership style, it has been found that the consultative, team approach and democratic modes have been very effective in assisting or bringing about planned change within higher educational organizations.

What this boils down to is a formalized Management Information System (MIS).[10] Such a system is the actual steering mechanism or rudder for guiding the Black college ship into the deep waters and finally into its home port or destination. A lack or absence of such critical information about any of the mentioned external major variable sets or external subenvironments will tend to lessen the effectiveness of these aspects of the college's external and internal environment. A great absence of such data can shipwreck or put a given Black college on unforeseen hard

straights. After viewing this Black college abstract model and its operation, it is now time to look at some of the practical, down-to-earth realities that are ongoing today which have significant impact upon Black and white colleges alike. This discussion will be in the next section of this paper.

III. Practical Realities: Present and Future

A. Contemporary Education, 1983: Today's world of education American-style is filled with thrills and chills and never a dull moment. Presently, this country is going through no small revolution in its elementary and high schools.[11] The public and parents of school-age children, after several years of going along with all kinds of creative and new-fangled curricula and teaching methods, are again, once more, "back to basics."[12] And Black parents were in the vanguard of this movement.[13] These proverbial "three R's" are being encouraged in American schools from coast-to-coast. Some reasons for such demands for improvements have been: (1) the lowering of educational standards,[14] (2) the lowering of SAT and ACT college board scores (until recently),[15] and (3) teachers who themselves need to be taught before they can be able to teach (i.e. unprepared or ill-prepared teachers).[16]

Any number of states have instituted measures that they believe will help ameliorate this desperate situation.[17] Some of these measures include: (1) minimum competency graduation tests for high school students,[18] (2) competency-based teacher education training programs, and (3) specific exit skills that any high school graduate must be able to exhibit (via a test).[19] It is ironic that all of this is happening despite the quickly declining support of the federal and state governments.[20]

Today there has been a new interest among school administrators and school boards in such contemporary topics as: (a) "high tech" high schools,[21] (b) science and other academically oriented/special high schools,[22] and (c) magnet schools. In the area of magnet schools, Houston, Texas is leading the country.[23] Further irony is that this enthusiasm is going against the grain of the first Coleman report and other studies coming out of the 1960s which, in effect, said that schools really have little impact upon the students and their subsequent learning. Authorities and parents today converge in their confirmation and thinking that the school "does make a difference" in their children's performance.[24]

Despite the slowly changing demographic trends which indicate a decrease in high school age and college age students this decade, this silent revolution is occurring at the elementary and high school grass roots level.[25] And any number of studies have been funded by foundations to continue this revolution and high concern for quality education, minimum graduation competencies, and reading literacy.[26] These general societal trends will and already have had enormous impact upon institutions of higher education because they generally are the feeder schools from which higher education gets its students. Thus, influences on these institutions will necessarily impact upon institutions of higher education. In fact, similar curricula discussions have already begun on the college level where the "meaning of the baccalaureate degree" is being debated in a program sponsored by the Association of American Colleges.[26a]

B. Higher Education, 1983: Any administrator worth his salt today knows that higher education in terms of enrollments has already reached

its peak (which was about twelve million or so) for this decade of the 1980s. This current decline then, portends all kinds of implications for Black and white colleges alike. Right away it's reasonable to assume that since there will be fewer students available for the same number of colleges and universities, the competition will be keener. This means many colleges will be beefing up their recruitment and admissions staffs in order to continue to get their share of each year's entering freshman class.

Perhaps the most overwhelming and pervasive concern of the 1980s thus far has been the overall significant decline in federal support for higher education. A similar action is occurring on the state level as well. And integrally associated with this phenomenon is the overall general down turned national U.S. economy which has been this way for about the last two years. This recession has significantly impinged upon every prospective and continuing college student in this country by way of higher tuitions, fees and loan interest rates.[27]

Today's college students are often forced to chose between an "education and a career."[28] They, as the future leaders of this country, are quite serious about jobs (current and for the future).[29] In fact, the number of proprietary and business colleges in this country is quickly growing because they are assumed to be good places to go to before attempting to get a job.[30] Community and junior colleges are, like the high schools mentioned earlier, gearing up to meet the tremendous

challenges of the high tech electronic revolution that this country is presently going through.[31] Furthermore, many would-be students of four-year colleges or universities are taking shortcuts and are never getting to these four-year institutions.[32] These shortcuts are taking them to the community, junior and other proprietary and business schools which have brief two-year programs or less.[33] And after such short programs the student goes immediately to the job market. No doubt, such events have assisted in the lowering of four-year institutional enrollments.

The Reagan Administration's long and haranguing debate over college aid to students actually frightened off a number of Black and minority students.[34] Declining admissions at several Ivy League schools have been noted for minority and Black students. The same story appears to be true for the forty-two United Negro College Fund institutions.[35] Dr. Prezell Robinson, the president of St. Augustine's College in Raleigh, North Carolina confirmed this decline for his institution recently.[36] These recent cuts in student aid most definitely affected Black colleges whose students are oftentimes from families whose mean average income is below $10,000 a year. One good sign here is that, although last year was indeed a bad one for student aid snafus, next year (1983-1984) the procedures should run a lot more smoothly according to Dallas Martin, Executive Director of the National Association of Student Financial Aid Administrators.[36a]

C. Black Higher Education, 1983: Like the rest of the higher education community, Black colleges and universities have been hurt and harmed significantly by the tremendous decline in federal support of student aid for higher education.[37] A 1982 report published by the National Science Foundation documents the disproportionate amount of federal funds that go to Black colleges basically through one agency (i.e. U.S. Department of Education) via the various student aid programs.[37a] And so Black colleges are necessarily injured more than other higher educational institutions because they usually do not have the other federal research and development monies that the larger white colleges and research universities have.

The high inflation, tremendous cost of energy and the decrease in student enrollments along with the decrease in federal student aid all merge into a very damaging hammer lock on respective Black colleges.[38] Thus, new finances, new students and new programs become imperative in order to make it fiscally into the decade of the 1990s and to the year 2000. The next section will enumerate some of the traditional and more current methods that have been used and are being currently employed to finance various institutions of higher learning and their respective students in the United States.

IV. Alternative Futures, Solutions and/or Financing Strategies

A. The Student Side: Just as most of the federal money going to Black colleges goes indirectly through student aid programs, new modes of financing students in turn become new ways of financing Black colleges.

Some of the traditional ways which have become more and more important in today's financial atmosphere include: loans, internships, work study, cooperative education and related programs. A more recent innovation (which actually was used by Booker T. Washington when he entered Hampton Institute as a penniless eager learner) is the bartering of services for tuition mark downs or paper credit against on-campus college expenses.[39] On college campuses in today's economy part-time jobs are at a premium and once they are posted go as fast as "hotcakes."[40]

B. The Institutional Side: Some of the well known ways of acquiring funds to run a college include such methods as: (1) tuition and fees, (2) government student aid programs, (3) annual funds (regular and alumni oriented), (4) gifts, bequeaths and donations, (5) state allocation, (6) grants, and research and other federal or state programs, (7) miscellaneous enterprises and auxiliary services (i.e. bookstore, cafeteria, etc.) and (8) endowment earnings.

Any Black college that intends to maximize its funds acquisition should be aware of these above methods and should utilize as many of them as physically possible. These methods

make up the basic fundamentals of fund raising in institutions of higher learning. Thus, Black colleges ought to master these traditional methods and many have otherwise they would not be here. Further, it is almost useless to discuss any of these methods of fund raising or financing if there is no formal set of specific information about each of these areas. Again without the discrete, specific, collected and collated data sets about the subenvironments and their components variables--it is nearly impossible to successfully manage or attempt to steer a Black college (or any institution for that matter) in the desired direction.

Black colleges traditionally get a significant amount of their financial support from student tuitions and fees--especially if it is a private college.[41] Because these colleges have been historically sensitive to the financial echelon that their students come from, the college leaders and administrators hesitate to raise these tuitions and fees commensurately with the inflation rate or the cost base on fair market value. This is true because if this were done as it is in other colleges, the client student group that these colleges serve would not be able to attend. Money or finances is the primary barrier or deterrent for Black prospective students in their getting a higher education. This phenomenon has been observed in a monograph by the Institute for the Study of Educational Policy.[42]

The state allocation for Black public colleges becomes their mainstay. Planning and organizing a MIS-oriented

development office is among the first things a given Black college should establish if it does not already exist.[43] It should be well staffed and have specific target objectives which should be stated within discrete time frames. Consultants and related firms presently make a living assisting non-profit organizations like Black colleges in running annual fund raisers, development campaigns, and composing and submitting proposals for funding.

Probably the most time-consuming, but the most profitable in the long run, is the proper packaging and marketing of what a given Black college has to offer its students.[44] This can only be done well if the institution has streamlined and identified its goals, objectives, purposes and has then further determined what it does best.[45] This would necessitate that the college decide which of its departments is the most viable and which it wishes to sell, build and promote for the future. Once this decision set is made, an ensemble of recruitment materials are then designed around the agreed goals, objectives, and highlighted department(s) and programs. Equipped with these promotional supports, the admission and recruitment staffs then have a rallying "raison d'être" for a unique product for that given Black college. Naturally, such a process is less than easy because it requires a tremendous amount of cooperative planning, forecasting and determining goals with faculty, staff and administrators including deans, department chairmen and the like. But if it is achieved, it can bring benefits which more than compensate for the work it

necessitated, not to mention the individual and personal satisfaction of seeing ones own ideas and suggestions transformed into professional marketing strategy with promotional materials aimed at a single agreed objective.[46]

C. Student/Institutional/Parent Sides: Recently as a result of the tremendous federal declines in student aid programs, a number of independent colleges and universities around the country have created a number of innovative options for themselves, their students and/or prospective students and their parents.[47]

(1) Tax-Exempt Bonds: Within the last two years Dartmouth sold several million dollars worth of tax-exempt bonds on the public market.[48] The money realized from the sale of such bonds then was used to provide loans to its students in place of the federal loans which were not available. The interest rates for these student loans were somewhat higher (about ten to eleven percent). Dartmouth was the first higher educational institution to utilize this bit of creative financing. And the state of New Hampshire had to legislate new laws to allow this transaction to occur. Other private colleges and universities around the country are gearing up to follow suit as their respective state legislatures pass enabling laws to set up the needed bond authorities to facilitate these statewide bond issues. This has or is now occurring presently in California and Illinois.[49]

(2) Tuition Freeze: The University of Southern California (USC) has introduced a tuition freeze for its new

students providing that they pay for all four years in one lump sum at the beginning of their first year.[50] Such a plan is a strong hedge against the ravages of inflation. However, there are few parents or students who have the needed lump sum four-year tuition payment which is between $25,000 and $30,000. Many of these institutions like USC have arranged for prospective parents to take out second mortgages on their homes in order to raise this single lump sum large tuition payment under the freeze plan. Such an alternative would seldom work among poor families--of which most Black college students come.

(3) Variable or Sliding Tuition Rates: Some institutions of higher education charge less tuition for evening or weekend courses in order to fill up their classrooms.[51] The rationale here is threefold: (a) that evening and weekend courses are usually attended by older adult students who require less expense to teach, (b) that the cut rate price is a bargain and would be an incentive for prospective students, and (c) that the idea of half a loaf is better than no loaf at all. This is obviously an excellent marketing technique which could be used in any number of Black colleges that do not already use it.

(4) Other Funding Means: Responding to the Marketplace: Just as several states like Illinois, California and Mississippi are beginning to look closely at their public education systems,[52] Black colleges should individually put themselves under their own scrutiny (i.e. self study) to assess where

they are and where they want to go and what will it cost and how long will it take to get there.

Several community and junior colleges in Illinois have already seriously begun to develop the area of high tech.[53] Several of them offer courses and even have high tech-oriented departments. In addition to a self-assessment, there should be a commensurate assessment of societal trends, and the programs derived thereof should be carefully matched to relate significantly to these emerging realities. Bowie State in Maryland recently revamped its curricula to emphasize "computer training" and "high tech" in an innovative move to attract new students.[53a]

It is apparent that not all of these alternative futures and financing means will be applicable to all Black colleges and universities. But these ideas can serve as food for thought. And it is important to know what other similar higher educational institutions are doing in this important area of financing. For in the near and distant future such means may be the nucleus for Black colleges creating new and innovative ways of funding which are uniquely adapted to their needs and situations.

V. Epilogue/Conclusions

A. How This All Fits Together: This paper has discussed (1) the significant contributions of Black colleges and universities, (2) a dynamic model of a Black college or university, (3) contemporary education in the U.S. today, and (4) a number

of traditional and contemporary funding mechanisms used in institutions of higher education in this country. These are all elements within the general environment of Black higher education. The items chosen for this discussion are those that appear in the literature and those that have significant bearing on Black colleges and universities.

Black colleges and universities are encouraged to continue to: (1) reexamine their basic goals, objectives and purposes, (2) organize and develop the needed Management Information System (MIS) that will provide them with the specifics to chart their respective courses, (3) utilize the traditional mechanisms for funding as well as examine the newer ones to determine where they can be used, and (4) evaluate and assess periodically how close the institution is to achieving its goals and objectives. Black colleges and universities exist today because they have historically met societal needs. And as long as this continues, they will be the continued intellectual/change agent and force to be reckoned with.

B. Meeting Societal/Community Needs: Historically Black colleges have met glaring needs successfully. During the 1980s where technology has become the byword, Black colleges must continue to adapt, only quicker, to this phenomenon. Thus, Black colleges must create or adapt new programs and subentities which will prepare Black students to positively relate to this new high tech and electronic challenge. This is where the jobs will be in this decade of knowledge and information generation and dissemination.[54] The computer

is a critical teaching, training as well as management tool[55] that can and must be used here to maximize the enhancement of the Black college in its goal achievement and reaching its fullest potential.

Some of the societal needs that exist today, for example, are exemplified by: (1) the great number of adult and older people who are functional illiterates who have tremendous difficulty surviving in this information society where reading and writing are almost second nature,[56] (2) the large number of people today who are unemployed and displaced by robotics and other cybernetic and/or automation-type machinery (i.e. structural unemployment) so job training, retraining and re-treading have become the waves of the future,[57] and (3) the large number of people who desire post-baccalaureate study, job enrichment and staff development for job promotion, certification and the like.[58] These are some specific needs that a given Black college could zero in on and develop some positive programs that would meet these societal needs. In order to do this, a given college must go through what is called a needs assessment process to determine the exact and unique needs of its particular geographical area and region or service population. Such programs could generate revenue, positive public relations as well as the achievement of the college service goals.

Other innovative programs like alumni summer workshops or weekend colleges or late evening and night academic programs including non-credit courses can also help in the

generation of institutional funds.[59] If some of these are coupled with a graduated or sliding tuition cost, the programs might be even more attractive.

Alumni of Black colleges and universities can form a first line of assistance regarding (1) annual fund giving, (2) recruitment of new and transfer students, and (3) an information source about other revenue-generating possibilities. Historically, Black colleges have been weak in this area of alumni giving/solicitation and participation.[60] Oftentimes, foundations and funding agencies use alumni giving as a barometer for their determination as to whether or not a given Black institution is really serious about its progress and its future. As Van Allen points out in a study done on several public and private Black colleges in North Carolina, "the possibilities of raising funds from alumni are enormous."[61]

Financing Black colleges and universities has been a historically difficult task in the past and based on all indications today, it will continue to be so in the future. This paper has sought to look at this process and to emphasize the critical need of a formal MIS and stated goals and objectives which are measurable and cast within realistic timeframes.

Black colleges and universities obviously know the basic rudiments of financing otherwise they would not have existed low these one hundred or so odd years. Moreover, today this knowledge, savvy and experience must increase in quantum leaps in the future. This paper sought to encourage the continuous

fortification of the current methods and examination of newer innovative financing means. The basic ones may need streamlining or overhauling while the newer one may need more study, analysis and institutional adaptation. The level and intensity at which Black colleges are successful at this task will significantly determine their overall success as they move into the twenty-first century.

Footnotes

[1]Vernon Jarrett, "Black Colleges Are Important," Chicago Tribune (Sunday, December 13, 1981) Section 2, p. 5. Also see Patricia Harris, "The Negro College and Its Community," Daedalus, Volume 100, No. 3, JAAAS (Summer 1971), p. 80.

[2]Bonnie J. Gillespie, "Critical Issues Affecting Black Colleges and Universities in the 1980s and 1990s." A paper read at the Annual National Conference of the American Association of Higher Education, Washington Hilton (Washington, D.C., March 3, 1983).

[3]Stephen R. Graubard (ed), "Preface to the Issue," on The Future of Black Colleges, Daedalus, Vol. No. 3, JAAAS (Summer 1971), pp. v-vii.

[4]"A Look Back," The Historically Black College, Vol. II of the Mott Foundation's 1976 Annual Report (Flint, Michigan, 1980), p. 5.

[5]Jarrett, Op. cit. Also see "A Major National Resource," The Historically Black College, Op. cit., p. 1.

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[7]"A Look Back," Op. cit., p. 6.

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